

Title of Instructional Materials: Prentice-Hall Course 2

Grade Level: Grade 7

Summary of Prentice-Hall Course 2

Overall Rating: <input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4) Summary / Justification / Evidence: This textbook does not meet the Common Core standards. Many of the standards are missing or not well-developed. The Common Core Toolkit was referenced as having activities and practice problems for many of the standards; however, this was not available for us to evaluate. It meets some of the standards on the surface level and doesn't delve into deeper understanding. Many of the chapters contain irrelevant material that doesn't apply to the Common Core standards. A lot of time is spent reviewing previous standards instead. It is strongly recommended that this textbook not be approved.	Important Mathematical Ideas: <input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4) Summary / Justification / Evidence:
Skills and Procedures: <input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4) Summary / Justification / Evidence:	Mathematical Relationships: <input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4) Summary / Justification / Evidence:



Prentice Hall
Course 2

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the
Common Core State Standards for Mathematics

Overall Rating: 1/2

Grade 7

* Could not find
the CC Lesson



a project of
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,
and

The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the *Common Core State Standards for Mathematics* so you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase *Instructional Materials Analysis and Selection* toolset: Phase 1: *Studying the Standards*, Phase 2: *Narrowing the Field of Instructional Materials*, Phase 3: *Assessing Subject-Area Content Alignment*, and Phase 4: *Assessing Vertical Alignment of Instructional Materials*. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the *Common Core State Standards for Mathematics*. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's *Academic Standards for Mathematics*.

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About the development of this resource

This tool, *Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics*, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II; and one each for the three courses in the integrated high school pathway Mathematics I, Mathematics II, and Mathematics III).^{*} At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the *Common Core State Standards for Mathematics* for use by local districts in selecting instructional materials aligned with these standards.

Note that the copyright of the *Common Core State Standards for Mathematics* is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. Specifically, this work is done under the Terms of Use “non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commercial purposes that support the Common Core State Standards Initiative.” For a complete copy of the *Common Core State Standards for Mathematics* as well as the *CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards*, go to www.corestandards.org/the-standards.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to dana-txshop@utlists.utexas.edu or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K–16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at www.utdanacenter.org. To access our resources (many of them free), see our products index at www.utdanacenter.org/products. And to learn more about our professional development—and sign up online—go to www.utdanacenter.org/pd.

^{*} For the high school course sequences, we relied on the *Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways Group.

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center.

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Tom McVey, professional development team lead
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Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

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Introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

1. Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
2. Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
3. In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

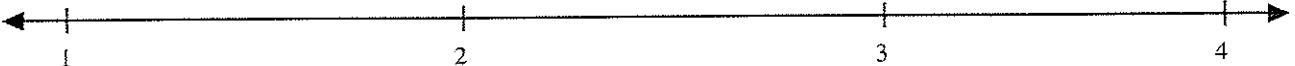


6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies



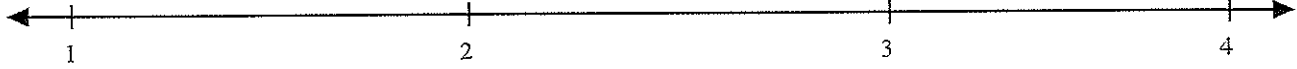
- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials




Important Mathematical Ideas: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Important mathematical ideas are alluded to simply or are missing, approached primarily from a skill level, or provided for students outside any context.</p>	<p>Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, interesting problems, application situations, or student investigations.</p>
Connections	 <p>Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).</p>	<p>Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.</p>
Rigor and Depth	 <p>Important mathematical ideas are applied in routine problems or in using formulated procedures, and are extended in separate / optional problems.</p>	<p>Important mathematical ideas are applied and extended in novel situations or embedded in the content, requiring the extension of important mathematical ideas and the use of multiple approaches.</p>

**Skills and Procedures:
Understanding the scoring**

	Superficially Developed	Well Developed
Development	 <p>Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct.</p>	<p>Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.</p>
Connections	 <p>Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures.</p>	<p>Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.</p>
Rigor and Depth	 <p>Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill.</p>	<p>Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.</p>

Mathematical Relationships: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.</p>	<p>Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.</p>
Connections	 <p>Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.</p>	<p>Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.</p>
Rigor and Depth	 <p>Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.</p>	<p>Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.</p>

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

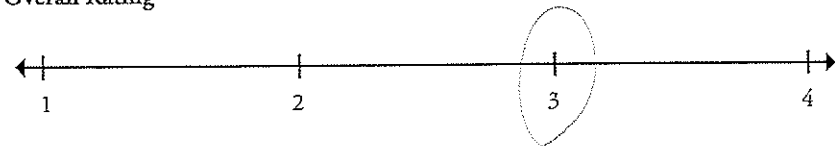
p. 24-25, 80-81, 146-147, 192-193,
249-250, 302-303, 359-360, 398-399,
466-467, 496-497, 558-559, 604-605

Summary/Justification/Evidence

Found ↗

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

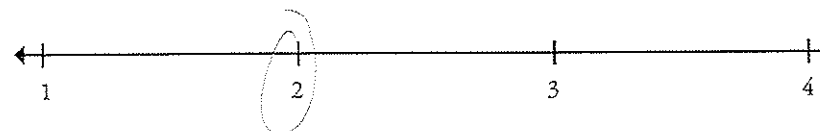
8, 14, 27, 127, 130-131, 137, 142,
133, 280, 282, 299, 302, 329,
384, 425, 446, 462

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

✓ Gives very step-by-step directions so students can work on problem abstractly

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 28, 50, 55, 76, 78, 84, 129, 133,
139, 143-144, 151, 182, 190, 202, 218
etc.

Summary/Justification/Evidence

Found 9

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice


4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

649, 69, 148, 196, 233, 285, 347,
389, 473, 499, 554-555, 587,
624-629

Summary/Justification/Evidence

Found 

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 28-29, 55, 57, 72, 76, 78, 96,
143, 144, 173, 202, 246, 248, 256
etc.

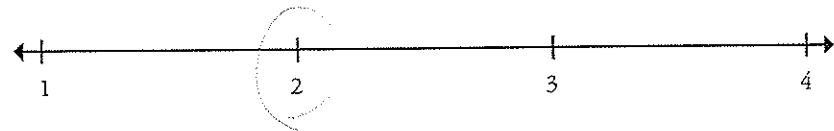
Summary/Justification/Evidence

Not found

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

✓

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

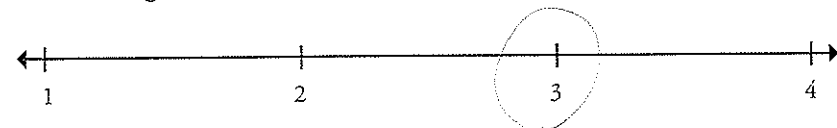
p. 7, 23, 26-30, 42, 47, 58, 61,
78, 94, 108, 132, 148, 150-51,
153, 155, 172, 173, 197 etc.

Summary/Justification/Evidence

Found

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice


7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), or page(s) reviewed.

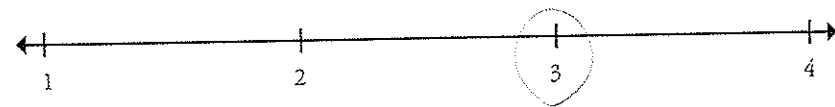
p. 21-22, 43-44, 71-90, 168,
363, 404, 419, 436-440, 441-445,
446-449

Summary/Justification/Evidence

Found 

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

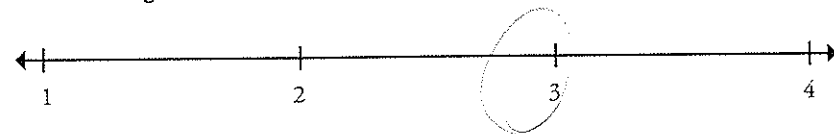
p. 32, 40, 70, 92, 137, 142, 170,
216, 229, 253, 280, 294, 333,
342, 405, 423, 462, 469, 498, 520, 553,

Summary/Justification/Evidence 559, 606

Fewer

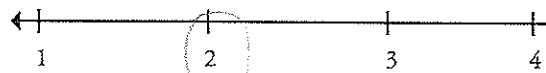

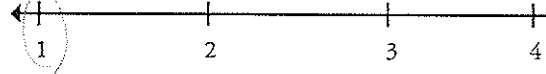

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



[illegible]





MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.RP.1</p> <p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-1, 5-2, 5-4, 5-4a, 5-5, 5-5a, CC-7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Res: Found</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____


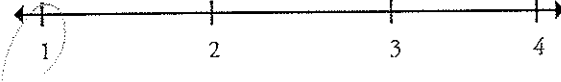


MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.RP.2a 2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Not found</i></p> <p>Overall Rating </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>5-3, CC-10</i>	

Reviewed By: _____

Title of Instructional Materials: _____

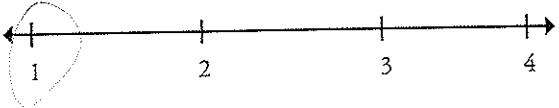
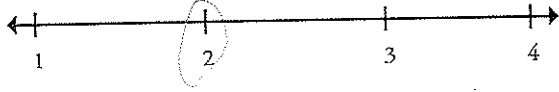
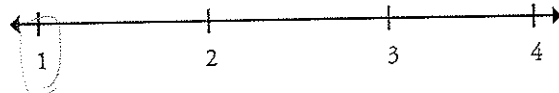
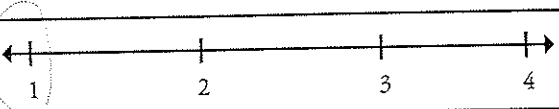
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
<p>7.RP.2b</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-3, 30-41</p>	<p>Important Mathematical Ideas</p> 	<p>Skills and Procedures</p> 	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>		
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not found</p>		
	<p>Overall Rating</p> 		

Reviewed By: _____

Title of Instructional Materials: _____


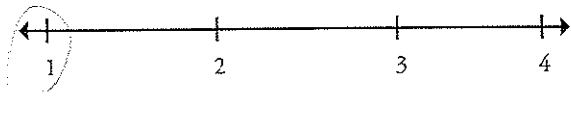
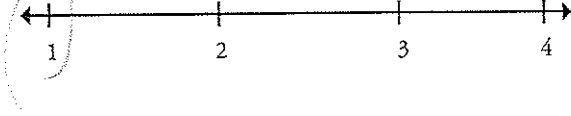
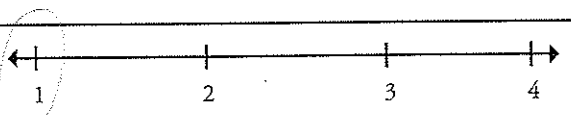
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.2c</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-4, CC-4, GRS, p. 8-9</p>	<p>Summary / Justification / Evidence</p> <p>Only found by setting up proportions → no direct equation</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____



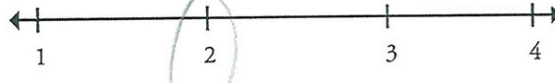
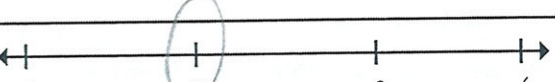
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.RP.2d</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>7-8, 10-3, CC-10</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

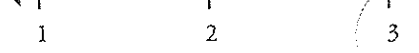


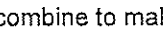

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.3</p> <p>Use proportional relationships to solve multistep ratio and percent problems. Examples: <i>simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Rest found</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>6-7, 6-8, 9-7</i></p>	<p>Portions of the domain, cluster, and standard that are <u>missing</u> or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS


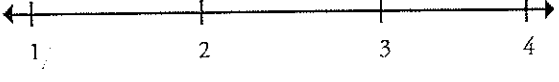

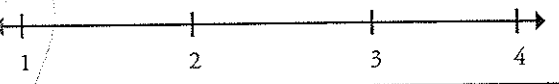
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.1a</p>	
<p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>	<p>Important Mathematical Ideas </p>
<p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p>	<p>Skills and Procedures </p>
	<p>Mathematical Relationships </p>
	<p>Summary / Justification / Evidence <i>Found</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
<p><i>1-7, 1-7a</i></p> 	
	<p>Overall Rating </p>

Title of Instructional Materials: _____

Reviewed By: _____

Title of Instructional Materials: _____

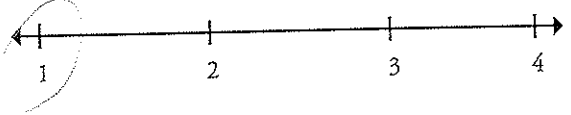
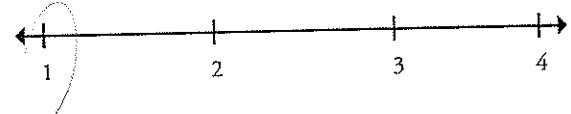
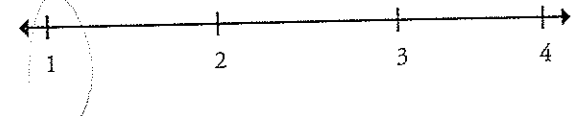
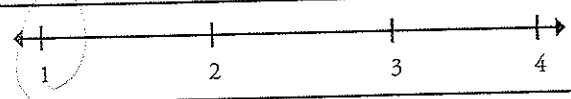
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.1c</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>→ 2011.5</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>1-7, CC-1</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Rest of the standard - not sure</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____





MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.1d</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence</p>
<p>1-7, 1-7a, CC-1</p>	<p>Portions of the domain, cluster, and standard that are <u>missing</u> or not well developed in the instructional materials (if any):</p>
	<p>Properties are not mentioned</p>
	<p>Overall Rating </p>

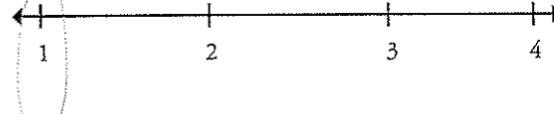
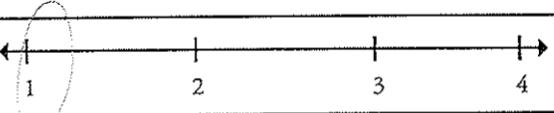
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Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.NS.2a</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence</p>
<p>1-8, CC-2</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Most of the standard is covered</p>
	<p>Overall Rating </p>


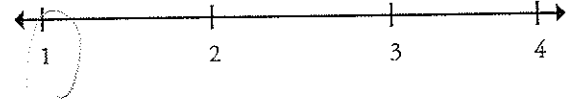


Title of Instructional Materials: _____

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.2b</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1-8, CC-3</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not found</p> <div>Overall Rating </div>

Reviewed By: _____

Title of Instructional Materials: _____




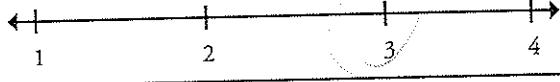
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.NS.2c</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC-2, CC-3</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not Found</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS



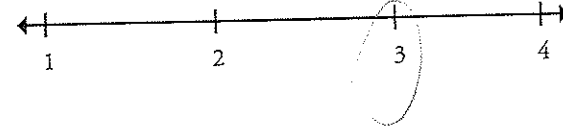

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.NS.2d</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>2-6, 2-7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Four</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>_____</p> <p>Overall Rating </p>

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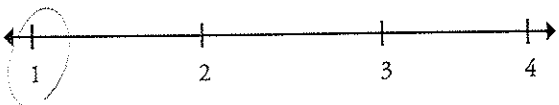
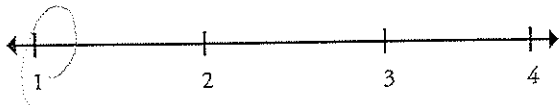
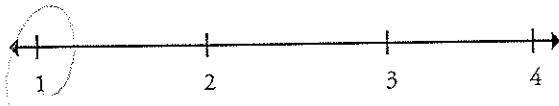
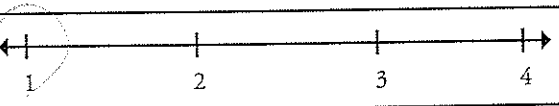
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MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

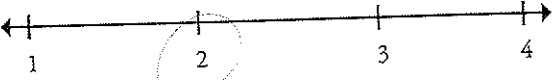
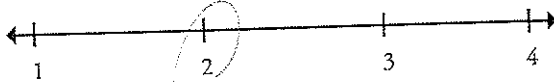

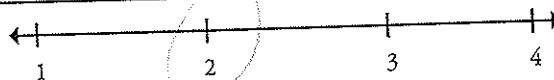
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.3</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1-3, 1-4, 1-8, 3-4, 3-5, CC-2, CC-3</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Found</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <hr/> <p>Overall Rating </p>

[illegible]

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
CC-4	No Form
	Overall Rating 

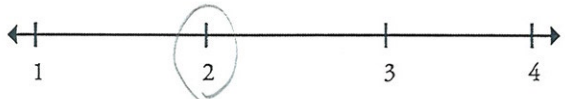



MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Use properties of operations to generate equivalent expressions.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.EE.2</p> <p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>End</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3-4, 6-6, 6-7, 8-8, 9-8b</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____


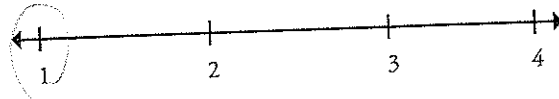
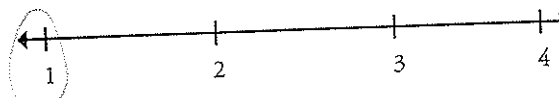
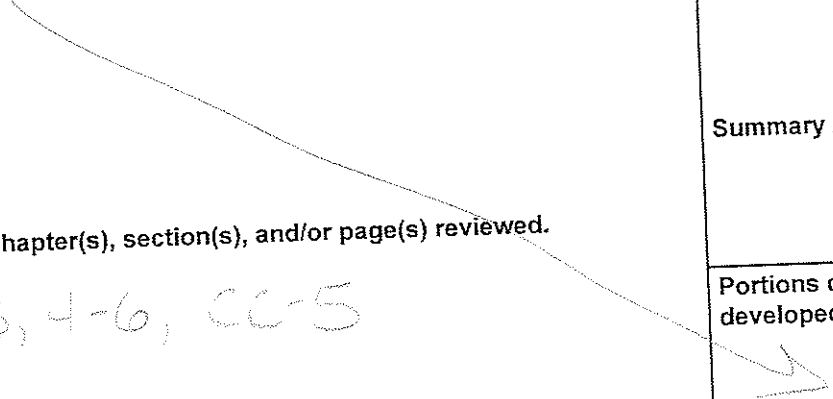
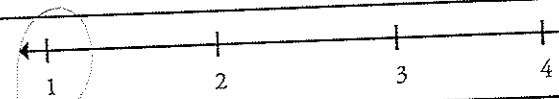
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.3</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1-2, 1-3, 1-4, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Rest found</i></p> <p>Portions of the domain, cluster, and standard that are <u>missing</u> or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Title of Instructional Materials: _____


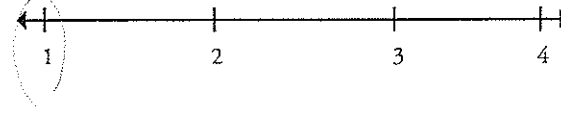
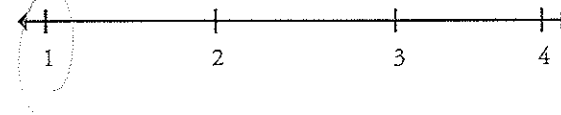
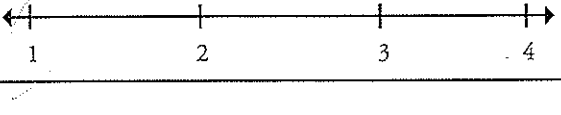
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.4a</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4-5, 4-6, CC-5</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.4b</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	
<p>CC-6</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not Found</p>
	<p>Overall Rating </p>

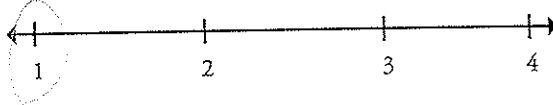
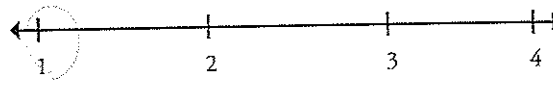
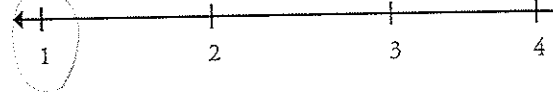

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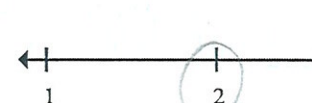
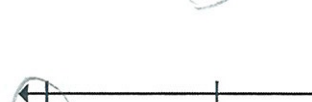


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MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.G.3</p> <p>Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC-9</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Not found</div>
	<div>Overall Rating </div>

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>7.G.4</p> <p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>8-5, 8-5a</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
	<p>Important Mathematical Ideas</p>  <p>Skills and Procedures</p>  <p>Mathematical Relationships</p>  <p>Summary / Justification / Evidence</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>	<p>Overall Rating</p> 

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

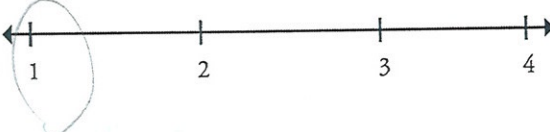
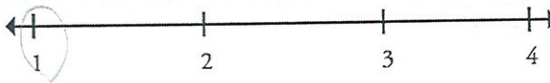
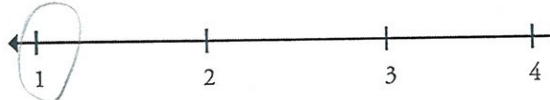
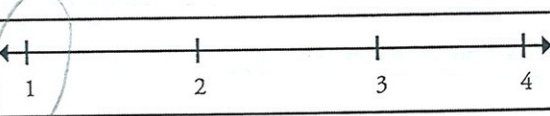
<p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <div style="margin-bottom: 10px;"> Important Mathematical Ideas </div> <div style="margin-bottom: 10px;"> Skills and Procedures </div> <div style="margin-bottom: 10px;"> Mathematical Relationships </div> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>7-2</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>only one-step eqs. found</p> <div style="margin-top: 10px;"> Overall Rating </div>

Title of Instructional Materials: _____

Reviewed By: _____

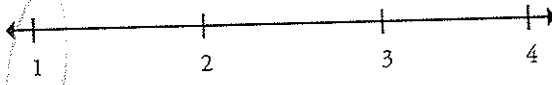

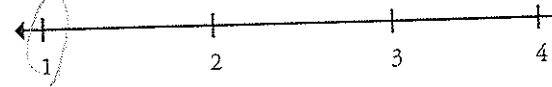

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Use random sampling to draw inferences about a population.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence <i>Population/Sample found in 11-4</i></p>
<p>11-4</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

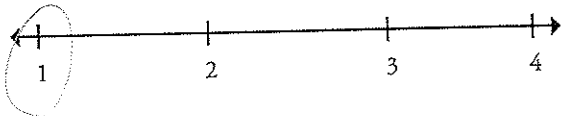
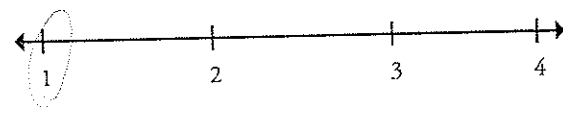
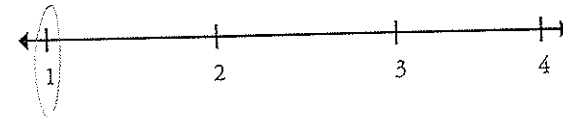
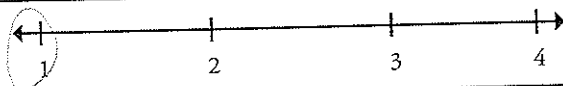
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MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Use random sampling to draw inferences about a population.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.SP.2</p> <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>11-5, CC-12</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Entire Standard</p> <p>Overall Rating </p>

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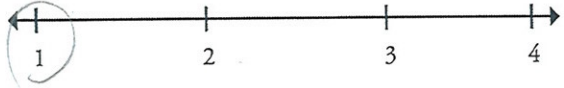
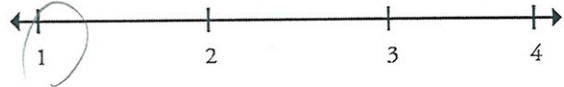
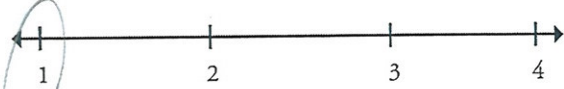
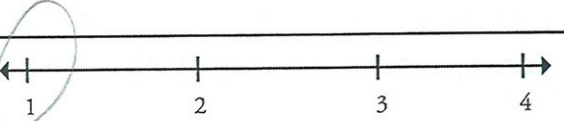
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Draw informal comparative inferences about two populations.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.SP.3</p> <p>Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC-13</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not found</p> <div>Overall Rating </div>

Reviewed By: _____





Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.4</p> <p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1-106</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Box-+--Whisker Plots found in 1-106</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP


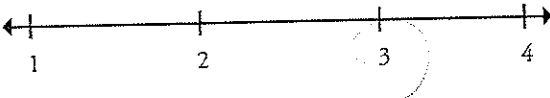

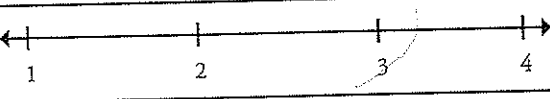
Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.5</p> <p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-1</p>	<div style="margin-bottom: 10px;"> Important Mathematical Ideas  </div> <div style="margin-bottom: 10px;"> Skills and Procedures  </div> <div style="margin-bottom: 10px;"> Mathematical Relationships  </div> <div style="margin-bottom: 10px;"> Summary / Justification / Evidence <i>Found in 12-1</i> </div> <div style="margin-bottom: 10px;"> Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): </div> <div> Overall Rating  </div>

Title of Instructional Materials: _____

Reviewed By: _____

Title of Instructional Materials: _____


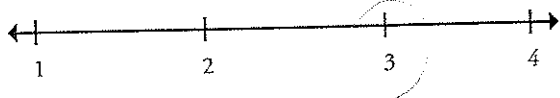
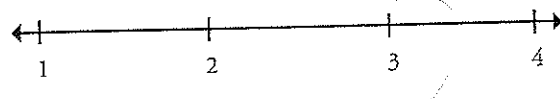
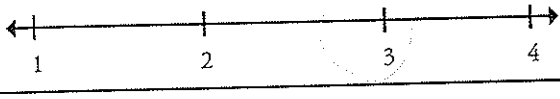
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.7a</p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-1</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Found in 12-1</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>_____</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____


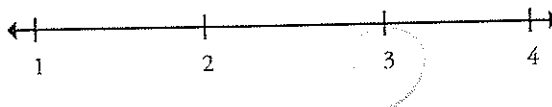

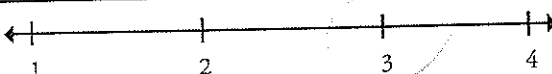
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.SP.7b</p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-2, 12-2a, 12-26 ↩</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Found</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>_____</p> <p>Overall Rating </p>

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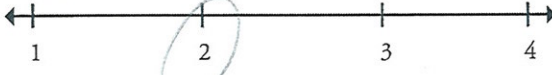
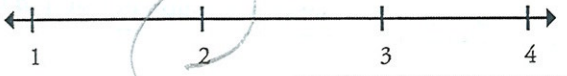
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.8a</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-4</p>	<div style="margin-bottom: 10px;"> Important Mathematical Ideas  </div> <div style="margin-bottom: 10px;"> Skills and Procedures  </div> <div style="margin-bottom: 10px;"> Mathematical Relationships  </div> <div style="margin-bottom: 10px;"> Summary / Justification / Evidence <i>Found in 12-</i> </div> <div style="margin-top: 10px;"> Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): </div>
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Reviewed By: _____

Title of Instructional Materials: _____

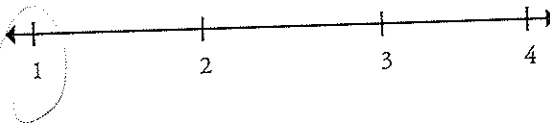
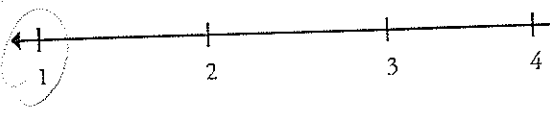
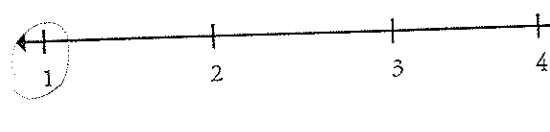
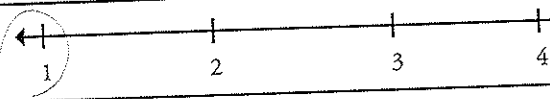
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.8b</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-3, 12-4</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Rest found</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

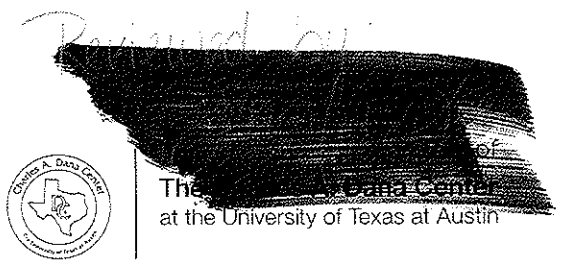
Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.8c</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-4, CC-14</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not Found</p> <p>Overall Rating </p>

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the
Common Core State Standards for Mathematics

Grade 7

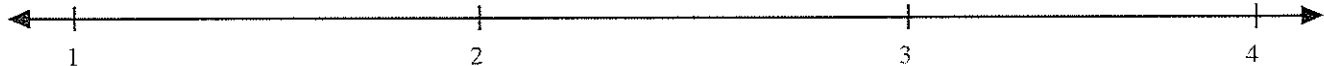
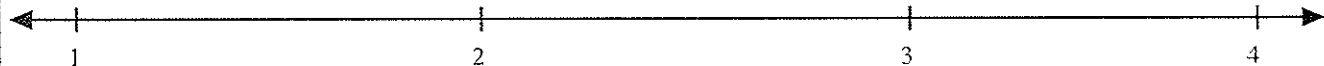
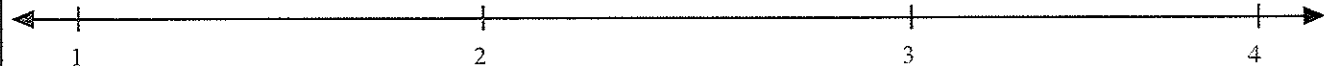
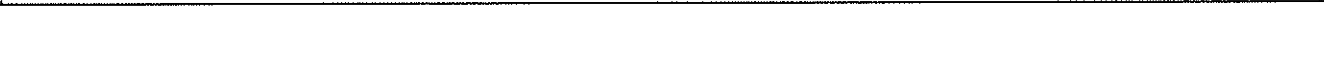

Prentice-Hall
Course 2



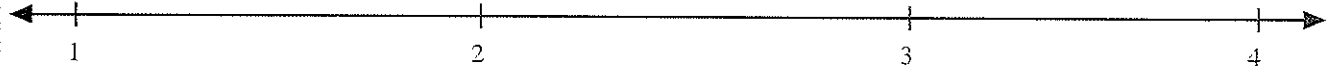


Nothing in
Ch. 7 (except lesson 2)
Ch. 9
Ch. 10
Ch. 11 (except lessons 4 + 5)

Overall: Too much extra stuff that
don't = math - see 1. resources
with a lot of time (20 minutes) to
get to the math - have to be
standard. Integrated + core

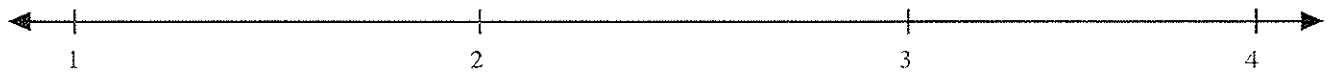
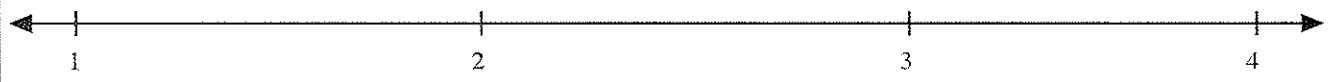
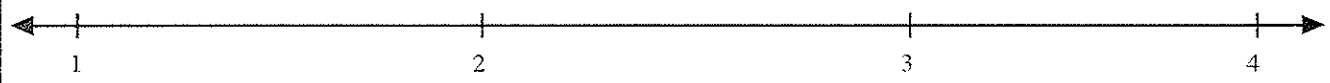
Important Mathematical Ideas: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Important mathematical ideas are alluded to simply or are missing, approached primarily from a skill level, or provided for students outside any context.</p>	 <p>Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, interesting problems, application situations, or student investigations.</p>
Connections	 <p>Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).</p>	 <p>Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.</p>
Rigor and Depth	 <p>Important mathematical ideas are applied in routine problems or in using formulated procedures, and are extended in separate / optional problems.</p>	<p>Important mathematical ideas are applied and extended in novel situations or embedded in the content, requiring the extension of important mathematical ideas and the use of multiple approaches.</p>

**Skills and Procedures:
Understanding the scoring**

	Superficially Developed	Well Developed
Development	 <p>Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct.</p>	<p>Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.</p>
Connections	 <p>Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures.</p>	<p>Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.</p>
Rigor and Depth	 <p>Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill.</p>	<p>Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.</p>

Mathematical Relationships: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.</p>	<p>Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.</p>
Connections	 <p>Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.</p>	<p>Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.</p>
Rigor and Depth	 <p>Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.</p>	<p>Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.</p>

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Students aren't asked to solve complex problems w/ multiple skills and approaches. They don't persevere because they aren't challenged.

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

*Just a lot a computation...
very little reasoning*

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Not many opportunities for communication between students or critiquing of incorrect answers

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

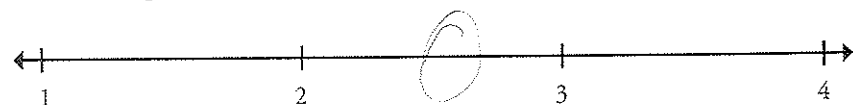
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Some modeling with colored chips, computers, calculators, fraction bars

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

*Some tools were used
but not on a regular basis*

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

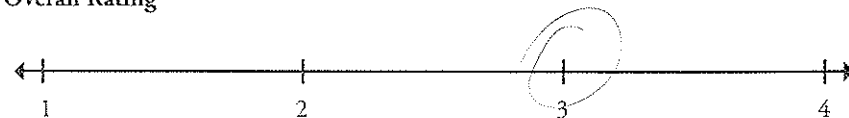
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

No room for patterns when concepts don't overlap

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

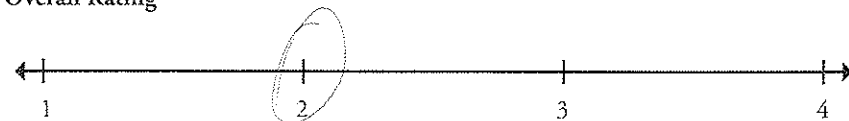
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.



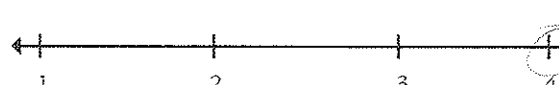
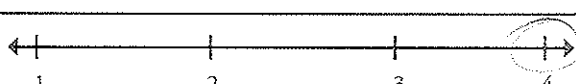
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



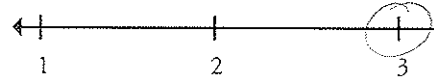


Title of Instructional Materials: _____

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.1</p> <p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$, miles per hour, equivalently 2 miles per hour.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="text-align: center;"> <p>Lessons 5.1, 5.2, 5.4, 5.5</p> <p>Plus Dabs</p> <p>CC-7?</p> </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

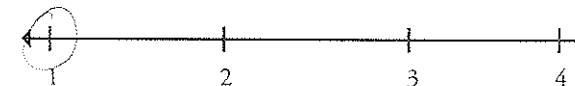


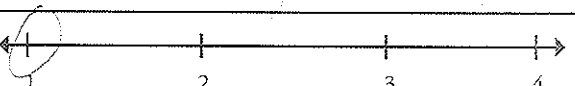
[illegible]

Figure 6. The effect of the number of iterations on the accuracy of the proposed algorithm. The figure shows two plots side-by-side. The left plot shows the accuracy of the proposed algorithm (Proposed) compared to the standard algorithm (Standard). The right plot shows the accuracy of the proposed algorithm (Proposed) compared to the standard algorithm (Standard).

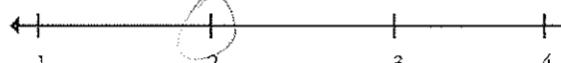
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.RP.2a</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <p>Good graphing job on p. 242</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.2b</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Very little connection to real-world apps</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 5.2</i></p> <p><i>Lesson 5.3 CC-11?</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>CC-11 not available</i></p> <p><i>Skill & drill; no tables, graphs, eqs...</i></p> <p>Overall Rating </p>


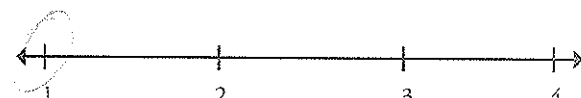
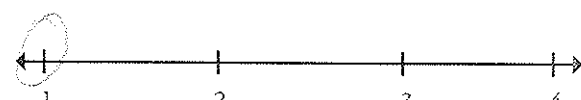
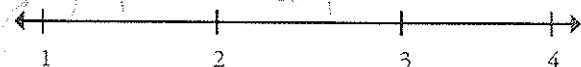
Title of Instructional Materials:

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.2c</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>	<p>Important Mathematical Ideas </p>
	<p>Skills and Procedures </p>
	<p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence</p> <p><i>Good activities or GPS p. 2-9</i></p>
<p><i>Lesson 5.4 CC-M2</i></p> <p><i>GPS p. 249</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>CC-II not available</i></p> <p><i>Mix skill & drill w/o connections w/o skills</i></p>
	<p>Overall Rating </p>

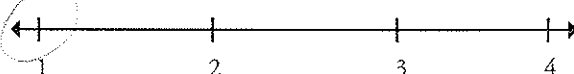

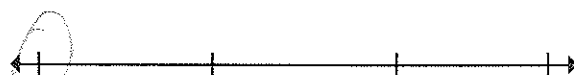
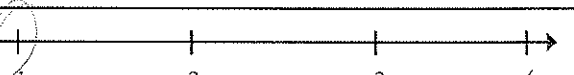
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Title of Instructional Materials: _____

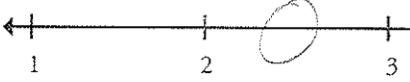
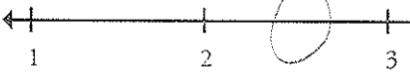
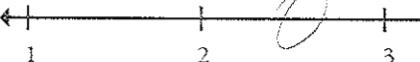
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.RP.2d</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p><i>Not much attention given here (found it on CC-2)</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lessons 10.2, 10.3 CC-10?</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>→ Boiling activities</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>CC-10 not available</i></p> <p><i>No connection made between proportional relationship and slope</i></p> <p>Overall Rating </p>

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.RP.3</p> <p>Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence</p>
	<p>6.7b Activity Job is test prep</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>No corrections made... just separate Assessment & procedures</p>
	<p>Overall Rating </p>

Title of Instructional Materials:

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.1a</p> <ol style="list-style-type: none"> 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. <ol style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="margin-top: 20px;"> <p><i>Lesson 1.7 plus lab</i></p> <p><i>Lesson 3.2</i></p> </div>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>No operations w/ (+) or (-) dec. or (+) and (-) fractions</i></p>
	<p>Overall Rating </p>

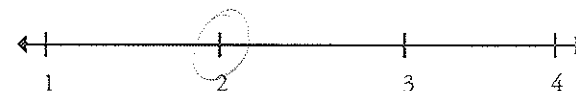
Title of Instructional Materials: _____

Title of Instructional Materials:

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
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1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- ### Important Mathematical Ideas



A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 2 is circled.

Again just skill + drill ... nothing
spiritual

Lesson 1.7 CC-1 Z.

CC-1 not available

A horizontal number line with arrows at both ends. It is marked with tick marks and labels for the integers 1, 2, 3, and 4. A shaded oval is drawn around the segment of the number line between the tick marks for 1 and 2.

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.1d

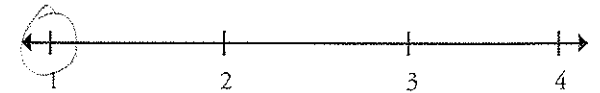
1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Lesson 1.7 & Lab CC-18

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



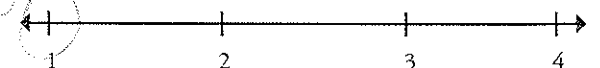
Summary / Justification / Evidence

Nothing to challenge students

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

*CC-1 not available
Properties of operations aren't mentioned*


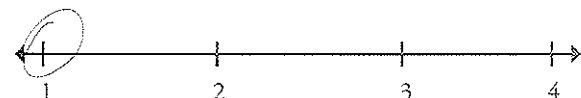
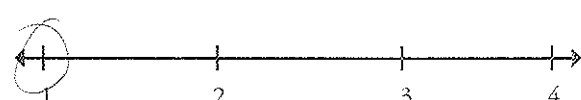
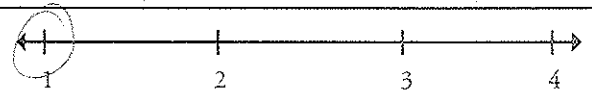
Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____




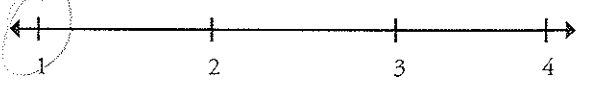
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.NS.2a</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 1.8 CC-2?</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>No activities for students</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Skill & drill - No fractions or dec. Very little w/ distributive prop.</i></p> <p>Overall Rating </p>

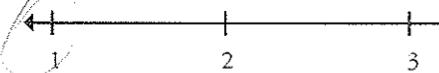
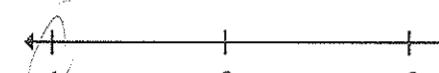
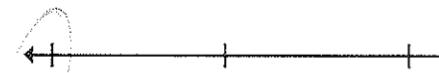
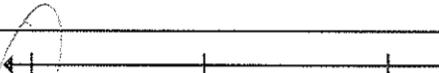
Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.2b</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 1.8 CC-3?</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>No mention of rational #s Skill + div</i></p> <p>Overall Rating </p>

Title of Instructional Materials:

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.NS.2c</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center; font-size: 1.2em;">CC-2 & CC-3</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p style="font-size: 1.5em; text-align: center;">Not available!!</p>
	<p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.2d

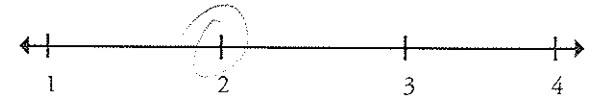
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

*Lesson 2.6 + 2.7
↓ brings in
termin. rational*

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



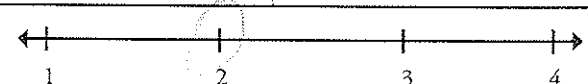
Summary / Justification / Evidence

Fractions + decimals are introduced before rational #'s!! Not together!

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

lack a connection w/ rational numbers - just teaching a process

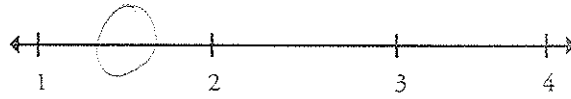

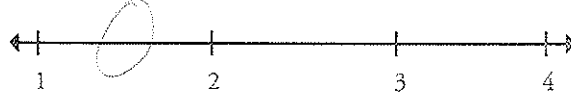

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____


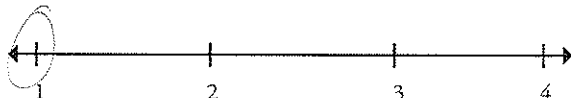

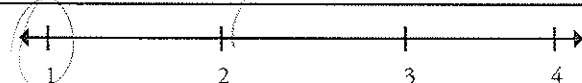
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.NS.3</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lessons 1, 3, 1.4, 1.8, 3.4, 3.5</i></p> <p><i>CC-2 CC-3</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Very poor connections w/ real-world; disappointed to not see (+) and (-) with dec & fractions</i></p> <p>Overall Rating </p>

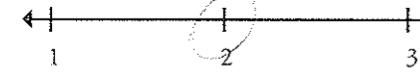
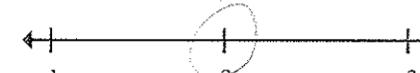
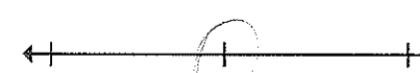
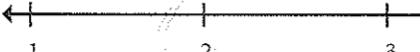
Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.1</p> <p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC-4?</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>CC-4 not available</p> <p>Nothing, w/ combining like terms</p> <p>Overall Rating </p>

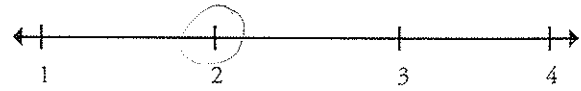
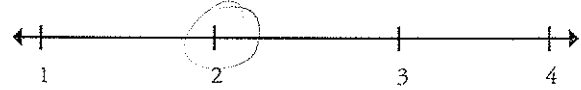

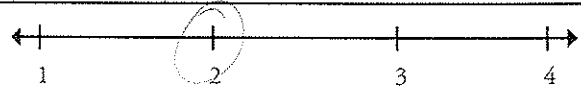
Title of Instructional Materials:

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.2</p> <p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center; font-size: 1.2em;">Lessons 6.4, 6.6, 6.7, 9-8 activity job</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <p style="font-size: 1.2em;">9-8 is pretty good</p>
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	<div>Overall Rating</div> 

Reviewed By: _____

Title of Instructional Materials: _____

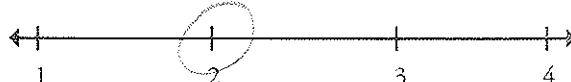
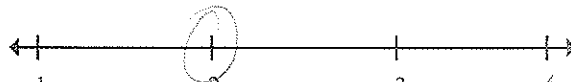
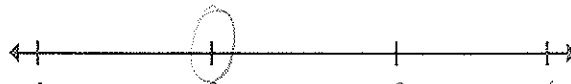
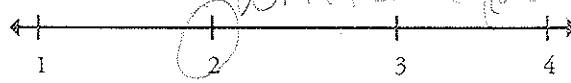
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.EE.3</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Ch 1-3, 3, 4</i> <i>2-6</i> <i>3-1, 2, 3, 4, 5</i> <i>6-7, 3, 4, 5, 6, 7, 8</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Skills are not well-developed and all separate</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.EE.4a</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lessons 4-5 + 4-6</i> <i>CC-5?</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Solving equations in $px+q=r$ form is here but not $p(x+q)=r$</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>CC-5 not available</i> <i>Word problems are not requiring written equations</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.4b

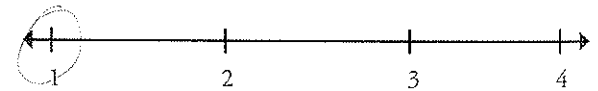
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

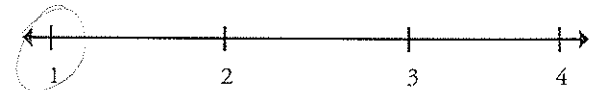
pp 163

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

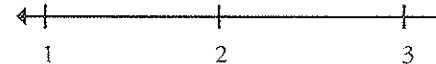
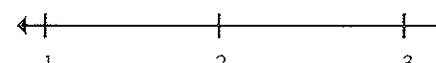
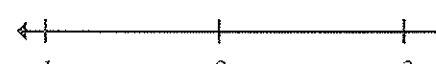
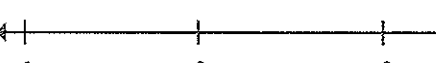
No 2-step inequalities or written inequalities

Overall Rating



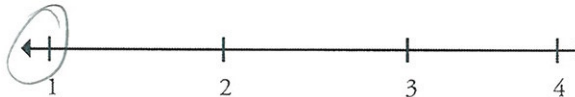

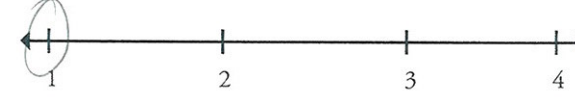
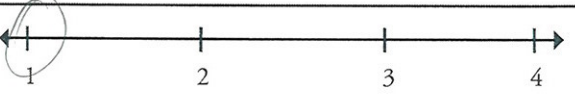
[illegible]

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.G.1</p> <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>Important Mathematical Ideas </p>
	<p>Skills and Procedures </p>
	<p>Mathematical Relationships </p>
	<p>Summary / Justification / Evidence</p> <p style="text-align: center;"><i>5.6a activity Lab is good!</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center;"><i>Lessons 5-5 and 5-6</i></p> <p style="text-align: right; margin-right: 50px;"><i>activity lab</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

[illegible]

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.2</p> <p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC-8?</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not here</p> <p>Overall Rating </p>


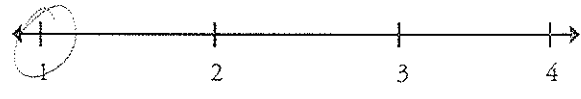
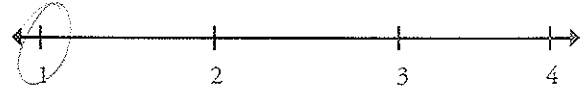
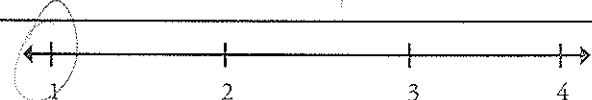
Title of Instructional Materials:

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.G.3</p> <p>Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary / Justification / Evidence</p> <p>Some nets on p. 414-416 Nothing w/ real-world connections</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
<p>CC-9?</p>	<p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____


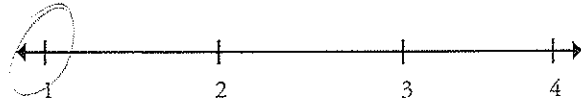
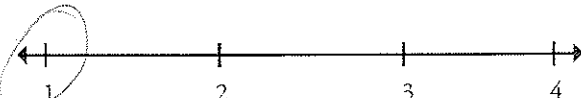

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.G.5</p> <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 7-2</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>All concepts are kept separate and not combined into several problems</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G




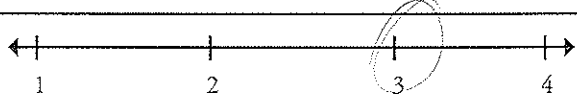
<p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.G.6</p> <p>Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p><i>No discovery for kids!</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 8-2, 8-3, 8-4, 8-9, 8-10</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Very little real-world apps mainly just rote practice</i></p> <p>Overall Rating </p>

Title of Instructional Materials:

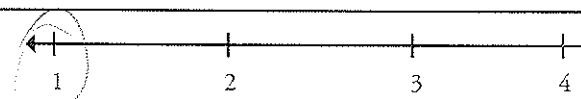
Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.1</p> <p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 11-4</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Pretty good problems</i></p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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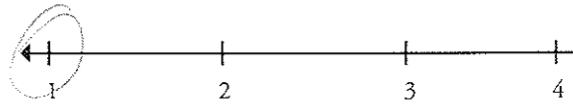
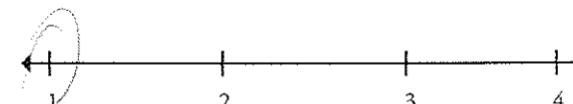
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.2</p> <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 1.5em;">Lesson 11-5 CC-12?</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div>
	Overall Rating 

Title of Instructional Materials:



Title of Instructional Materials: _____

<p>Draw informal comparative inferences about two populations.</p> <p>7.SP.4</p> <p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Activity Lab 1-10b</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>No comparisons... just a how-to on making box and whisker plots</p> <p>Overall Rating </p>

Title of Instructional Materials: _____

Investigate chance processes and develop, use, and evaluate probability models.	<p>7.SP.5</p> <p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
	<p>Important Mathematical Ideas</p> 	Skills and Procedures
	<p>Mathematical Relationships</p> 	<p>Summary / Justification / Evidence</p> <p><i>Good use of real-life examples</i></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	<p><i>Lesson 12-1</i></p>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating	

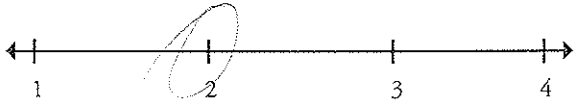
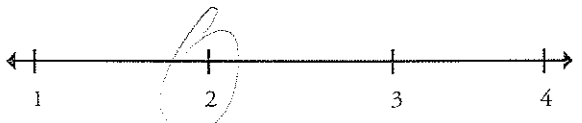
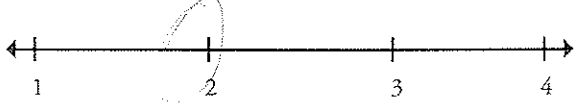
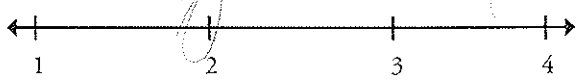
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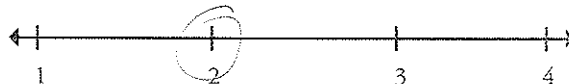
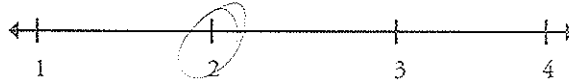


Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7.SP.7b</p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lesson 12-1</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Student is never really asked to develop anything... just answer questions</i></p> <p>Overall Rating </p>


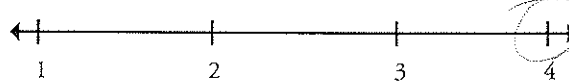


Age Group	Total (%)	Male (%)	Female (%)	Male (%)	Female (%)
18-24	15	10	20	15	25
25-34	25	20	30	25	35
35-44	30	25	35	30	40
45-54	20	15	25	20	30
55-64	15	10	20	15	25
65-74	10	5	15	10	20
75+	5	2	8	5	10

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.8a 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Lesson 12-2 and activity labs	Overall Rating 

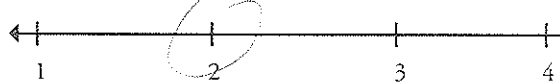
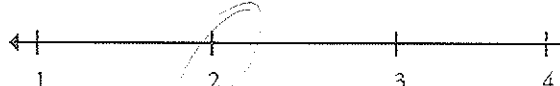
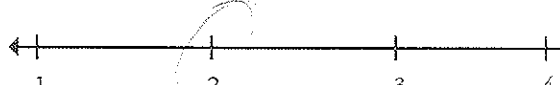
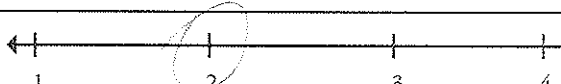
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MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>7.SP.8b</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Lessons 12-3 & 12-4</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>12-3 pretty good + activity lobs involve students</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

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MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.8c	Important Mathematical Ideas 
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Skills and Procedures 
c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	Mathematical Relationships 
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Boring! Just rote skills + questions!</i>
	Overall Rating 

Mathematical Practices		Chapter/Section/Page	Summary/ Justification/Evidence	Missing pieces of Math Practice	Overall Rating		
	1. Make sense of problems and persevere in solving them.	Yes, as explained in Reviewers' Guide	Promised but not enough time to prove it. Many examples were given in the Reviewers Guide and with more time, these could be verified. They did not stand out and would have to be reinterpreted.		3		
	2. Reason abstractly and quantitatively.	Yes, as explained in Reviewers' Guide			3		
	3. Construct viable arguments and critique the reasoning of others.	Yes, as explained in Reviewers' Guide			3		
	4. Model with mathematics.	Yes, as explained in Reviewers' Guide			3		
	5. Use appropriate tools strategically.	Yes, as explained in Reviewers' Guide			3		
	6. Attend to precision.	Yes, as explained in Reviewers' Guide			3		
	7. Look for and make use of structure.	Yes, as explained in Reviewers' Guide			3		
	8. Look for and express regularity in repeated reasoning.	Yes, as explained in Reviewers' Guide			3		
7.RP	Ratios and Proportional Relationships	Chapter/Section/Page	Important Math Ideas	Skills and Math Relationships	Summary/ Justification/Evidence	Missing portions of Standards	Overall Rating
Analyze proportional relationships and use them to solve real-world and mathematical problems.							
7.RP1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4, complete the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i>	Yes, as listed in the CCSS Correlations Chart					3
7.RP.2	Recognize and represent proportional relationships between quantities.	Yes, as listed in the CCSS Correlations Chart					3
7.RP.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the organ.	Yes, as listed in the CCSS Correlations Chart					3
7.RP.2b	Identify the constant or proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships..	Yes, as listed in the CCSS Correlations Chart					3
7.RP.2c	Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>	Yes, as listed in the CCSS Correlations Chart					3
7.RP.2d	Explain what a point (x, y) on a graph of a proportional relationship means in terms of the situation, with special attention to the points (0 ,0) and (1, r) where r is the unit rate.	Yes, as listed in the CCSS Correlations Chart					3

Def

Listed but not evident

Does not meet CCSS missing or in Guesses
Would only be provided online

7.RP.3	Use proportional relationships to solve multistep and percent problems. <i>Examples: simple interest, tax, markdowns, quantities and commissions, fees, percent increases and decrease, percent error.</i>	Yes, as listed in the CCSS Correlations Chart							
THE NUMBER SYSTEM - 7.NS									
7.NS	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								
7.NS.1.a	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. A. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	Yes, as listed in the CCSS Correlations Chart							
7.NS.1b	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. B. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Yes, as listed in the CCSS Correlations Chart							
7.NS.1c	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Yes, as listed in the CCSS Correlations Chart							
7.NS.1d	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. D. Apply properties of operations as strategies to add and subtract rational numbers.	Yes, as listed in the CCSS Correlations Chart							

4

[illegible]

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7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	Yes, as listed in the CCSS Correlations Chart						
7.EE.4a	Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities. A. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. its length is 6 cm. What is its width?</i>	Yes, as listed in the CCSS Correlations Chart						
7.EE.4b	Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities. B. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>	Yes, as listed in the CCSS Correlations Chart						
GEOMETRY - 7.G								
	Draw, construct, and describe geometrical figures and describe the relationships between them.							
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Yes, as listed in the CCSS Correlations Chart						
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Yes, as listed in the CCSS Correlations Chart						

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7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Yes, as listed in the CCSS Correlations Chart						
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Yes, as listed in the CCSS Correlations Chart						
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and simple equations for an unknown angle in a figure.	Yes, as listed in the CCSS Correlations Chart						
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Yes, as listed in the CCSS Correlations Chart						
7.SP	STATISTICS AND PROBABILITY - 7.SP							
	Use random sampling to draw inferences about population.							
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Yes, as listed in the CCSS Correlations Chart						
7.SP.2	Use data from random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	Yes, as listed in the CCSS Correlations Chart						
	Draw informal comparative inferences about two populations.							
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	Yes, as listed in the CCSS Correlations Chart						

Prentice-Hall

7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	Yes, as listed in the CCSS Correlations Chart						
	Investigate chance processes and develop, use and evaluate probability models.							
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event. A probability around 1/2 indicates an event that is neither unlikely or likely and a probability near 1 indicates a likely event.	Yes, as listed in the CCSS Correlations Chart						
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, When a rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	Yes, as listed in the CCSS Correlations Chart						
7.SP.7a	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. A. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	Yes, as listed in the CCSS Correlations Chart						
7.SP.7b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. B. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land on heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	Yes, as listed in the CCSS Correlations Chart						
7.SP.8a	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. A. Understand that, just as with sample events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Yes, as listed in the CCSS Correlations Chart						

7.SP.8b	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. B. Represent sample spaces for compound events using mentors' such as organized lists, table, and tree diagrams'. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Yes, as listed in the CCSS Correlations Chart						
7.SP.8c	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. C. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the questions: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	Yes, as listed in the CCSS Correlations Chart						

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the
Common Core State Standards for Mathematics

Page 7



a project of
The Charles A. Dana Center
at The University of Texas at Austin

Frontmatter

Instructional Materials Analysis and Selection Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Mathematics as you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase *Instructional Materials Analysis and Selection* toolset: Phase 1: *Studying the Standards*, Phase 2: *Narrowing the Field of Instructional Materials*, Phase 3: *Assessing Subject-Area Content Alignment*, and Phase 4: *Assessing Vertical Alignment of Instructional Materials*. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the Common Core State Standards for Mathematics. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's *Assessment Standards for Mathematics*.

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Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of
The Indiana Education Roundtable, The Indiana Department of Education,
and
The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Frontmatter

About the development of this resource

This tool, *Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics*, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the *Instructional Materials Analysis* toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and the documents for high school mathematics year each for the three courses in the traditional high school pathway (Algebra I, Geometry, Algebra II); and one each for the three courses in the integrated high school pathway (Mathematics I, Mathematics II, and Mathematics III). At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the Common Core State Standards for Mathematics for use by local districts in selecting instructional materials aligned with these standards.

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October 2010 release.

We welcome your comments and suggestions for improvements—please send to dana-center@utexas.edu or the address in the copyright notice above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K–16 mathematics and science, especially for historically underserved populations. We do so by providing direct services to school districts and institutions of higher education; to local, state, and national education leaders; and to sponsors, supporters, and professional organizations committed with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 40 has worked with dozens of school systems in nearly 30 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the success of where a child attends school does not limit the standards opportunities for or the outcomes.

For more information about our programs and resources, see our homepage at www.danacenter.org. To access our resources (many of them free), see our products index at www.danacenter.org/products. And to learn more about our professional development—and sign up online—go to www.danacenter.org/ed.

* For the high school course sequences, we relied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS initiative by Ambrose, Inc., which researched and designed the Ambrose Pathways Group.

Acknowledgments

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The Charles A. Dana Center

Introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their scores for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

1. Use your current expertise to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
2. Independently, committee members use their current resources, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
3. In small groups, committee members share their scoring and justifications. Small groups agree to consensus on how the current resources would score on the big idea.
4. Each small group shares with the large group their scores. Repeat the consensus building to generate a large group score on this big idea.
5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

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Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	6
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6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, many areas, topics, big ideas can be examined within each grade level/course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resources
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials

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Important Mathematical Ideas Understanding the scoring

Development	<p>Important mathematical ideas are attended to simply or are missing, approached primarily from a skill level, or provided for students outside any context.</p> <p>Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, meaningful problems, application situations, or student investigations.</p>
Connections	<p>Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).</p> <p>Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.</p>
Rigor and Depth	<p>Important mathematical ideas are applied in routine problems or in using formalized procedures, and are attended in separate / optional problems.</p> <p>Important mathematical ideas are applied and attended in novel situations or embedded in the context, requiring the extension of important mathematical ideas and the use of multiple approaches.</p>

Skills and Procedures Understanding the scoring

Development	<p>Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are absent.</p> <p>Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.</p>
Connections	<p>Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures.</p> <p>Skills and procedures are integrated with — and consistently connected to — important mathematical ideas and other skills and procedures.</p>
Rigor and Depth	<p>Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill.</p> <p>Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.</p>

Reviewed By: _____

Title of Instructional Materials: _____

Mathematical Relationships Understanding the scoring

Development	<p>Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.</p> <p>Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.</p>
Connections	<p>Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.</p> <p>Mathematical relationships are integrated with important mathematical ideas, and are integral to required activities, problems, and applications.</p>
Rigor and Depth	<p>Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.</p> <p>Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.</p>

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution path as rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the discipline(s), content(s), or page(s) reviewed.

Portions of the mathematical practices that are missing or not well developed in the instructional materials (if any):

Summary/justification/feedback

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

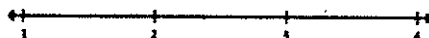
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of quantities and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as using an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

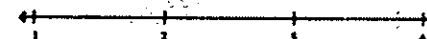
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by visually comparing the graph to other representations. When making predictions with data, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Documenting Alignment to the Standards for Mathematical Practice

Reviewed By: _____

Title of Instructional Materials: _____

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), and page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Documenting Alignment to the Standards for Mathematical Practice

Reviewed By: _____

Title of Instructional Materials: _____

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points on a line through (1, 2) both slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continuously evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), and page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Documenting Alignment to the Standards for Mathematical Practice

Reviewed By: _____

Title of Instructional Materials: _____

7. Look for and make use of structure.

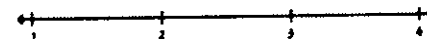
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may start a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the wall made of 7 rows of 8 bricks, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an starting line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), and page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

Reviewed By: _____

Title of Instructional Materials: _____

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.RP.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.

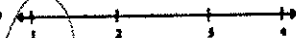
Not addressed

Indicate the chapter(s), section(s), and page(s) reviewed.

5-1 & 5-2

Summary and documentation of how the domain, cluster, and standard are used. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3a</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p><i>Good skill development & practice, but it needs more story problems.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3b</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p><i>Good activities relates to student interests well.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-3 & 5-4 pg 242-3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3c</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p><i>Good balance of skills & applications. Nice presentation of "more than one way."</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-4</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3d</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p><i>Not addressed</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>10-3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.1d</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>2. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p><i>Handwritten: 3-2</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.2a</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>3. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><i>Handwritten: 3-4</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.2b</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>3. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $(-p)q = p(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><i>Handwritten: Text does not offer a model of fractional mult. (pg 136). Again, very skill driven.</i></p> <p><i>Handwritten: Very skill driven, not that many story problems.</i></p> <p><i>Handwritten: 1-8</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.2c</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>3. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><i>Handwritten: Text offers a poorly explained model of fractional mult. (pg 136). Again, very skill driven.</i></p> <p><i>Handwritten: 3-4</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 7.RP

<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3</p> <p>Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p><i>Text incorporates these examples, but doesn't explicitly say they are proportions.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>6-7 & 6-8</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.1a</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p><i>One example offered, no practice problems that incorporate this.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>1-7.</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.1b</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p><i>Not addressed</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>2-7</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.1a</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p><i>Not addressed</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>2-7</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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22

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.3</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $\frac{8}{3}$ inches long in the center of a door that is 27 $\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p> <p>More story/application problems. The GPS is good. More of those, especially @ beg.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4-4</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.4a</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>Good visuals, color-coding, & activity lab.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4-5</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.4b</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: An salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p> <p>More applications!! Interactive text looks promising.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4-8 & 4-9</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometric figures and describe the relationships between them.</p> <p>7.G.1</p> <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>Good activity labs, but should include an opportunity for students to actually measure objects on their own.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-6</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NB

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NB.2a</p> <p>2. Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.</p> <p>a. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p style="font-size: 2em; text-align: center;">N/A</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 2em; text-align: center;">2-7</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NB

<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NB.3</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p style="font-size: 1.5em; text-align: center;">More story problems! Plenty of skill development-type problems, but more critical thinking & challenge problems needed.</p> <p>1. Compare with rational numbers about the value for computing fractions to compare fractions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 2em; text-align: center;">Ch 3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Use properties of operations to generate equivalent expressions.</p> <p>7.EE.1</p> <p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p style="font-size: 1.5em; text-align: center;">Good activity labs! Good overall!</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 2em; text-align: center;">4-1</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____




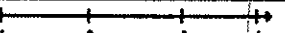
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

<p>Use properties of operations to generate equivalent expressions.</p> <p>7.EE.3</p> <p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p> <p style="font-size: 1.5em; text-align: center;">Not addressed</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 2em; text-align: center;">4-3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p>
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Solve real-life and mathematical problems involving angle measures, area, surface area, and volume.</p> <p>7.G.6</p> <p>Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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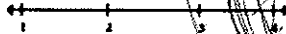
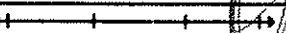
Indicate the chapter(s), section(s), and/or page(s) reviewed.

8-9 & 8-10

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Use random sampling to draw inferences about a population.</p> <p>7.SP.1</p> <p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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Indicate the chapter(s), section(s), and/or page(s) reviewed.


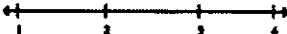


Good discussion on biased vs. fair

11.4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Use random sampling to draw inferences about a population.</p> <p>7.SP.2</p> <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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Indicate the chapter(s), section(s), and/or page(s) reviewed.


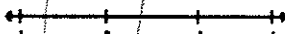


Very brief, could have developed more contexts in which estimating towards rural audience; population size is important to know.

11-5

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

<p>Draw informal comparative inferences about two populations.</p> <p>7.SP.3</p> <p>Informally assess the degree of visual overlap of two numerical data distributions with similar variables, measuring the distances between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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Indicate the chapter(s), section(s), and/or page(s) reviewed.


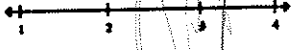


Goals start to addressing this std, but, it lacks the comparison piece of this std.

pg 558-9

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p><i>Good activity lab!</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>7-3</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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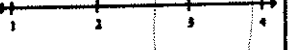

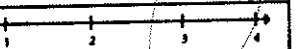
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Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8-8</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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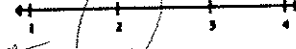
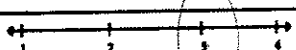
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Solve real-life and mathematical problems involving angle measures, area, surface area, and volume.</p> <p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p><i>More application problems needed, good development, text focused on skill development</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8-5</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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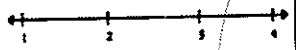

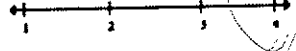

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MATHEMATICS: GRADE 7 – GEOMETRY – 7.G

<p>Solve real-life and mathematical problems involving angle measures, area, surface area, and volume.</p> <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p><i>Another good activity lab & "more than one way."</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>7-2</i></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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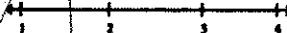

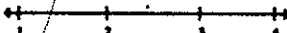
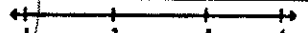
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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.7a 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 




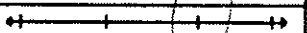
Indicate the chapter(s), section(s), and/or page(s) reviewed.

N/A
Ch 12

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.8a 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with single events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Indicate the chapter(s), section(s), and/or page(s) reviewed.




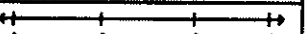
Good. My only complaint is that students should be introduced to the more formal notation of $P(A|B)$.

12-4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.8b 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Indicate the chapter(s), section(s), and/or page(s) reviewed.





Good

12-3

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.9a 9. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Indicate the chapter(s), section(s), and/or page(s) reviewed.

N/A

Ch 12

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Draw informal comparative inferences about two populations. 7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N/A	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models. 7.SP.8 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Good, No Complaints;	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. 12-1	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models. 7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Nice activity. Good visuals & explanations	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. 12-2	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.SP

Investigate chance processes and develop, use, and evaluate probability models. 7.SP.7a 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N/A I didn't see anything that encouraged Ch 12 students to develop their own models	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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